DOCUMENT RESUME

ED 327 695 CE 056 752

TITLE	Vocational Education Partnerships. Cecil County, Maryland. Cooperative Demonstration Program. Final Program Report.
INSTITUTION	Cecil Community Coll., Elkton, MD.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE	90
CONTRACT	V199A90080
NOTE	58p.; Photocopies of newspaper articles may not reproduce well.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Access to Education; *Carpentry; *College Programs; Community Colleges; *Cooperative Programs; Demonstration Programs; *Driver Education; Education Work Relationship; Females; Finishing; Institutional Cooperation; Minority Groups; Motor Vehicles; Nontraditional Occupations; *On the Job Training; Outcomes of Education; Program Effectiveness; *School Business Relationship; Two Year Colleges; Work Experience Programs
IDENTIFIERS	*Partnerships in Education; Truck Drivers

ABSTRACT

A cooperative demonstration project between Cecil Community College (Maryland) and corporate partners developed four model vocational training programs in basic carpentry skills, basic dry wall/finishing skills, straight truck driver training, and tractor trailer driver training. The objective of the project was to improve access to vocational education for adults, women seeking nontraditional employment, and minorities in the local area. The college provided classroom instruction and supervised work experience on the job with the corporate partners; the corporate partners provided capital equipment and staff to facilitate on-the-job training. Corporate partners were involved in the selection of trainees. Ninety-nine students enrolled in the four courses. More than 82% of them completed the courses and 81.7% of the completers were placed in unsubsidized employment either with the corporate partners or with other firms. The placement rate was about 15 percent lower than original goals because of a downturn in the economy and corporate reorganizations. (Curriculum outlines for the courses and news articles are included in the report.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED327695

FINAL PROGRAM REPORT

COOPERATIVE DEMONSTRATION PROGRAM

VOCATIONAL EDUCATION PARTNERSHIP

AWARD NUMBER V199A90080-89

FUNDED BY

OFFICE OF VOCATIONAL AND ADULT EDUCATION

U. S. DEPARTMENT OF EDUCATION

SUBMITTED BY CECIL COMMUNITY COLLEGE

ROBERT L. GELL, PRESIDENT

9-27-90

DATE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

CE 056 752

COOPERATIVE DEMONSTRATION PROGRAM (CFDA NO. 84.199A)

AWARD NUMBER: V199A90080

RECIPIENT: Cecil Community College
Continuing Education and Community Services
107 Railroad Avenue
Elkton, MD 21921

CONTACT PERSON: Christine Valuckas, Project Director
301-392-3366

PROJECT TITLE: VOCATIONAL EDUCATION PARTNERSHIPS
Cecil County, Maryland

FUNDS: Federal--$275,000 Non-Federal--$369,958

AWARD PERIOD: JANUARY 1, 1989 -- JUNE 30, 1990

TARGET POPULATION: Adults, women and minorities

PURPOSE/OBJECTIVES

The purpose of this project is to develop four (4) model vocational training programs that promote cooperation between the community college and the private business sector. The objective of the project is to improve the access to vocational education for adults, women seeking non-traditional employment, and minorities in the local area. The four (4) new training programs planned are: Basic Carpentry Skills, Basic Dry Wall/Finishing Skills, Straight Truck Driver Training, and Tractor Trailer Driver Training.

PROCEDURES

Corporate partners will be identified for each training program; Ryland Modular Homes for the carpentry and dry wall training, Nu-Car Carriers (subsidiary of Leaseway Transportation, Inc.) for the tractor trailer driver training, and individual businesses for the straight truck driver training.

In each case, the College will provide classroom instruction and supervised work experience on-the-job with the corporate partner. The corporate partner will provide capital equipment and staff to facilitate on-the-job training. Corporate partners will be involved in the selection of trainees to enhance the successful placement of individuals within the company.

OUTCOMES/RESULTS/PRODUCTS

Cecil Community College will train one-hundred-five (105) individuals to prepare them for entry level positions with local business. Thirty (30) will enter basic carpentry training and thirty (30) will enter dry wall/finishing training. Within the driver training, twenty (20) individuals will be trained in straight truck driving and twenty-five (25) in tractor trailer driving. Upon successful completion of the training, seventy-three (73) individuals (70%) will be hired into non-subsidized employment.

PROJECT EXTENSION

Management changes at Ryland Modular Homes and an economic slow down jeopardized our attainment of the goals, therefore, an extension was requested. The project extension provided the opportunity to complete the training outlined in the original proposal, as well as to train additional persons in straight truck driving. No additional funds were requested.

GOALS AND RESULTS AT FINAL REPORT

CARPENTRY AND DRY WALL

Corporate Partners: Ryland Modular Homes and Williams Industries, Inc.

1. Cecil Community College will recruit sixty (60) individuals to prepare them for entry level positions at Ryland to meet the growing need for employees in the industry.

Seventy-seven (77) individuals were interviewed. A total of forty-five (45) students enrolled, twenty-two (22) males and twenty-three (23) females. Although a variety of recruiting methods were used, the primary response came from press releases and classified ads in local newspapers. Physical examinations and drug tests were funded by the corporate partners.

2. Of the sixty (60) individuals recruited, thirty (30) will enter training in dry wall and thirty (30) will enter training in carpentry.

The original plan called for two (2) dry wall classes of fifteen (15) each and two (2) carpentry classes of fifteen (15) each. As the courses were developed it became apparent that the original class size of fifteen (15) students was too large. A class of twelve (12) students was the maximum size for effective skill development. This development reduced the maximum number of students that could be enrolled.

After conducting two (2) carpentry classes and one (1) dry wall class with Ryland Modular Homes, the original corporate partner, the company realigned their production process. Outside contractors took over the dry wall work eliminating the need for future dry wall classes.

The merger of Scottsman and Williams Industries, Inc. located in North East, Md. resulted in an opportunity to train entry level carpenters to meet their expansion. As a result of the project extension the curriculum was modified to meet the needs of mobile unit construction. The fourth module was offered using Williams as a corporate partner.

In summary, there were four (4) classes conducted; three (3) carpentry and one dry wall using two (2) different corporate partners, Ryland Modular Homes and Williams Industries, Inc.

3. Upon successful completion of the five (5) week training program, 70% of the enrollees will be hired into non-subsidized employment.*

Enrolled	Completed	Employed
45	37	27

Sixty percent (60%) of students enrolled entered non-subsidized employment either with the corporate partner or with another local employer. Several factors contributed to this low percentage. (see Retention)

*Results of the original project and extension will be presented as a total figure.

TRACTOR TRAILER DRIVER TRAINING

Corporate Partners: Nu-Car Carriers/Leaseway Corporation for tractor trailer driver training and James Julian, Inc. for straight truck driver training.

1. Cecil Community College will recruit forty-five (45) individuals for entry level positions in the transportation industry.

The project extension allowed additional individuals to enroll making a total of fifty-four (54) students. Candidates followed the company's standard employment procedure prior to entering training. Driving records were checked. Physicals and drug tests were funded by the corporate partner.

2. Of the forty-five (45) individuals recruited, twenty-five (25) will enter training in tractor trailer driver training and twenty (20) will enter straight truck driver training.

Nu-Car Carriers (a Leaseway corporation) provided two (2) tractors and one full time instructor to assist in the training of tractor trailer drivers. Twenty-three (23) individuals were enrolled.

James Julian, Inc. provided two (2) straight trucks to use in training of straight truck drivers. Because of the project extension we were able to conduct three (3) extra classes providing a total enrollment of thirty-one (31) for straight truck driving.

3. Upon successful completion of the training, 70% of the enrollees (31) will be placed in non-subsidized employment.

Of the twenty-three enrollees in tractor trailer driver training, nineteen (19 or 83%) were placed in non-subsidized employment. Of the thirty-one (31) enrollees in straight truck driver training, seventeen (17 or 55%) were placed in non-subsidized employment.

The corporate partner in the straight truck driver training experienced an unexpected downturn in contracts during the final classes and was unable to hire completers immediately after their class was finished. Several students were hired by small local hauling firms, however, we have been unable to secure written verification of their employment. These completers are not counted in the employment statistics. Several students, not hired initially by the corporate partner, were called after the project end date to come to work. Those numbers were not included in the statistics.

In summary, fifty-four (54) individuals were enrolled in tractor trailer driver training and thirty-six (36) or 67% were placed in non-subsidized employment.

ATTAINMENT OF OTHER GOALS

1. Realizing that females are an untapped source of labor, the grant sought to reduce the number of women being rejected because they had no entry level skills.

Carpentry and Drywall

Enrolled	
M	F
22	23

Truck Driver Training

Enrolled	
M	F
39	15

2. The project will also serve as a model for expansion of the labor force for Cecil County and other areas experiencing labor market shortages.

At the onset of the project each corporate partner was experiencing severe skilled labor shortages. The project developed and operated activities which provided skilled entry level workers. Sixty-two (62%) percent of these individuals were females training to enter non-traditional employment.

Through the new partnerships, the College has gained credibility with local business as an institution which can provide quality training. These companies have, in turn, made new businesses moving into the area aware of the College as a potential resource. It has become a "selling piece" for the community.

3. Minorities Trained:

Carpentry and Drywall

Total Enrollees	Minorities
45	4

Truck Driver Training

Total Enrollees	Minorities
54	17

Minority population in Cecil County averages 5-6%.

SUMMARY OF ACTIVITIES

Total Enrollment: 99
Completed: 82 or 83%
Employed: 67 or 67.6% of enrollees
or 81.7% of completers
Total project funds expended: $236,650.00
Cost per enrollment: $2390.40
Cost per completer: $2885.97
Cost per entered employment: $3532.08

SUMMATION OF PROJECT

A model project presents the opportunity to explore new territory. As a result of attempting new projects, some activities are successful and some are not as successful as anticipated. The following summary spells out some of these ups and downs as the project progressed.

Recruiting

Students were primarily recruited through press releases and classified advertising in local newspapers.

All programs were promoted in the College spring and fall tabloids mailed to 30,000 county residents, The Career Center Newsletter reaching 3,000 women, single parents and homemakers, and the Chamber of Commerce Newsletter distributed to 1200 businesses.

In addition, more than 100 letters were sent to libraries, contractors, counselors and pastors. Flyers were prominently displayed on community bulletin boards, in libraries and in stores. These did not result in referrals, but did serve to inform the community of our programs.

Meetings were held with counselors from the Department of Social Services, Project Independence, Susquehanna Region Private Industry Council, Open Doors Career Counseling, The Family Support Center, and the Department of Education and Economic Development, to describe the grant programs. Updates were handled by telephone.

Individuals considered for carpentry and dry wall classes were first interviewed by Ryland and Williams. Acceptance by the industry partner indicated employability upon successful completion of the program. Interviewing and testing (Select Able and Specific Aptitude Battery test) by the College determined eligibility of the candidates. Selection was made jointly by the corporate partner's personnel representative and the College Recruiter/Advisor of Vocational Training.

Participants for the James Julian and Nu Car Carriers programs were selected by the industry partner using standard hiring procedures.

Originally all candidates for carpentry and dry wall took the Select Able and Specific Aptitude Battery (SATB) tests. After reviewing the scores of the first two groups, it was decided to eliminate the SATB as the results were inconclusive and did not impact on acceptance to the program.

The SABT was administered by appointment in Elkton by the Department of Economic and Employment Development (DEED). Often a candidate could not be scheduled because of late selection and/or application. The Select Able, on the other hand, was an excellent indicator of successful program completion.

Record Keeping

Forms already in use by the College were modified to meet the needs of the programs. Tool and textbook receipts and evaluation forms for the OJT supervisor were developed as required.

Student files cover all pertinent information from the intake interview to exit interview including all test results, employment verification and a copy of the completion certificate.

A file content form attached to each students file jacket insured that all items were in place.

Curriculum

Carpentry and dry wall instruction was directed toward modular construction. In addition to the texts, "Modern Carpentry", "Do Your Own Dry Wall", and "Dry Wall Installation", the instructors developed appropriate tests and handouts. Videos were utilized as springboards to lively classroom discussion on selected topics.

The dry wall students had an informative field trip to the U.S. Gypsum Company plant in Baltimore, Maryland and a classroom tool demonstration by a representative of Duo-Fast Maryland Company.

Carpentry II toured several homes under construction in Cecil County. Students compared new stick construction and historic renovation to modular construction.

Nu Car Carriers and James Julian Inc. training was based on the Tractor Trailer Driver Training program already in place at the College. Commercial Driver's Licensing (CDL) was added to the Julian program January 1, 1990 in response to the federal mandate.

Classroom instruction was conducted by Cecil Community College. OJT took place at the partner's work site; Jessup, Maryland for Nu Car, and at the North East Hot Mix plant for James Julian. Companies utilized their supervisors and equipment for this portion of the training under the supervision of Cecil Community College.

Placement

Placement was severely affected by the economy. Ryland hired students from the first carpentry and dry wall classes, however, immediately before the second carpentry completed there was a downturn in the housing industry and Ryland was unable to hire any of the completers. These students were counseled in job search techniques and given possible leads. Some were hired at a later date.

James Julian employed completers in MODS 1-5. A decline in driver turnover as well as a decline in anticipated contracts prevented James Julian from hiring completers from the three final classes. Julian has attempted, however, to hire several of these individuals after the project end date.

Williams Industries hired all Carpentry III completers. One refused employment because of Williams' mandatory overtime requirement.

Nu Car Carriers employed all completers. Internal changes did necessitate the transfer of some students to the Anchor Motor Freight operation.

Retention

See the attached spreadsheet

Partnership

At the onset of the grant all partners were enthusiastically looking forward to training individuals to fill the immediate needs of their respective businesses. As the project progressed, each was affected by the economic slow down. This factor was unanticipated by all concerned at the time the project was conceived.

Nu Car Carriers experienced a major contract loss in addition to internal reorganization. Fortunately, they were able to fulfill their commitment by transferring completers to their Anchor Motor Freight division.

James Julian, Inc. did not experience as high a turn over rate as in previous years. They completed their training commitment, but were unable to hire completers of MOD's 6,7,8 at the time of completion.

Ryland Modular Homes experienced many personnel changes as they realigned their production goals. Contracting out the dry wall work eliminated future dry wall classes; soft sales cut production eliminating a third carpentry class.

The merger of Scottsman and Williams Industries, locating their corporate offices in North East, resulted in an opportunity to train entry level carpenters to meet the needs of their expansion. We were able to modify our program to meet the needs of mobile unit construction.

As the grant project evolved, it became apparent that employment opportunities for successful completers would be limited. Other businesses in the area were contacted, however, we worked primarily with newspaper want ads and word of mouth opportunities.

Given the challenges of this grant project, the comparison of the first class to the last reflects the ability to adapt as the needs of the industry partners changed.

Administrative Concerns

Confusion regarding the taxability of student stipends caused payroll complications and frustrated corporate partners and students.

Uniformity within the program was difficult because of working with several different companies. Each had its own system and procedures. Selection processes by the partner became unsatisfactory at the end of the project. The industry partner's record keeping was inconsistent. More coordination at the partner's site could have avoided time consuming calls and visits to obtain necessary paperwork. Changes in corporate personnel aggravated these situations.

Williams Industries was the final corporate partner. Using past experience a smooth and efficient operation was developed resulting in complete records, prompt invoicing and employment of all but one completer, who chose not to accept a job because of mandatory overtime.

Highlights

1. Commitment from corporate partners to the College to provide additional training as conducted in the project or in a related area.

    Corporate partners committed equipment, space, time and personnel, and expertise to the project during the proficiency development component.

    Corporate partners provided space, materials and large tools used during the hands-on skills training of carpentry and dry wall.

    Truck driver training activity corporate partners provided two trucks, all major repairs, and some fuel during the skills training. Nu-Car provided one instructor to assist during the training. The following weeks of proficiency development required the commitment of trucks, trainers and space to complete the training experience.

2. Ability to use corporate partner's names in publicity to promote the College's capability and expertise.

    College tabloid advertising cooperative training resulted in many inquiries.

3. Ongoing relationships with the corporate partners which results in new areas of training.

    Ryland experienced a need for carpenters immediately after the first carpentry activity was completed. A mini course funded by Ryland was conducted.

The College also consulted with an over-the-road company to train drivers based on the model, however, the project was not accepted because of lack of student housing for out of town clients.

As a result of previous successful training through the grant project, Cecil Community College has presented Leaseway with a proposal to train drivers for other operations.

The successful project with Ryland was replicated for use at Williams Industries with only minor changes. Williams plans four (4) additional training sessions with the College teaching basic carpentry skills to their employees. Two short training sessions, one for supervisors and one for foreman, are in the planning stage.

4. Tested curricula for the training areas that can be used in new areas of training.

Curricula was developed for carpentry skills training during the Ryland activity. This curriculum was slightly modified and used in the Williams training.

A slide show was prepared by the carpentry instructor to familiarized students with the modular home building industry and to motivate them by generating an interest in the building process.

In response to new state laws, curriculum used to teach the new Commercial Driver's License was developed for incorporation in the straight truck driving class during MODS 6 through 8. The materials are presently being used in other truck driver training being offered by the College. See attachments

5. Disseminate information at regional and statewide conferences.

Although application was made for presentation at a statewide conference, the proposal was not accepted.

6. Enhances the College's image in Cecil County and the state through publicity and news articles.

Articles describing the program and the accomplishments of the students appeared in local newspapers. See attachments

SUMMARY

The purpose of the Vocational Education Partnership project was to develop four (4) model vocational training programs that would promote cooperation between the community college and the private business sector. The project had multiple outcomes.

1. The project provided vocational training for minorities and women seeking non-traditional employment.

2. The project provided an opportunity for private business to pioneer a new training process previously untried.

3. The project provided an opportunity for private business and the community college to work together to provide skilled entry level workers for the business.

4. As a result of the project, model curricula were developed which can be replicated.

5. Similar training programs are presently being proposed by the companies to train additional components of their work force. The programs will be funded by the companies with the possible assistance of local or state economic development funds.

A downturn in the economic climate prohibited the companies from fulfilling all of their hiring obligations. This was an unforeseen occurrence as each company was experiencing skilled labor shortages at the onset of the project. All corporate partners were very satisfied with the quality of training provided by the project. It was agreed that if economic conditions had been stable, all goals would have been met or exceeded.

DATE:JUNE 30, 1990	ENROLL	M	F	COMPLETED	M	F	EMPLOYED FIELD	M	F	EMPLOYED NONFIELD	M	F	RETENTION THIRTY DAYS	M	F
CARPENTRY I															
MAY 1 - JUNE 5, 1989	9	4	5	8	3	5	7	3	4	0	0	0	6	3	3
CARPENTRY II															
SEPT 5 - OCT 9, 1989	11	8	3	11	8	3	3	2	1	4	3	1	2	2	0
CARPENTRY III															
MAY 1 - JUNE 5, 1990	11	6	5	10	6	4	9	6	3	0	0	0	9	6	3
TOTAL	31	18	13	29	17	12	19	11	8	4	3	1	17	11	6
DRY WALL I	14	4	10	8	2	6	8	2	6	0	0	0	7	2	5
JUNE 7 - JULY 13, 1989															
TOTAL	14	4	10	8	2	6	8	2	6	0	0	0	7	2	5
STRAIGHT TRUCK #1															
JULY 3 - SEPT 1, 1989	4	2	2	4	2	2	4	2	2	0	0	0	4	2	2
STRAIGHT TRUCK # 2															
AUG 28 - OCT 6, 1989	4	3	1	3	2	1	3	2	1	0	0	0	2	1	1
STRAIGHT TRUCK # 3															
OCT 2 - NOV 3, 1989	4	2	2	2	1	1	1	1	0	0	0	0	1	1	0
STRAIGHT TRUCK # 4															
OCT 3 - DEC 1, 1989	3	2	1	3	2	1	3	2	1	0	0	0	2	1	1
STRAIGHT TRUCK # 5															
NOV 20 - APR 6, 1990	4	1	3	4	1	3	4	1	3	0	0	0	4	1	3
STRAIGHT TRUCK # 6															
APR 6 - MAY 11, 1990	4	3	1	3	2	1	1	1	0	0	0	0	1	1	0
STRAIGHT TRUCK # 7															
APR 30 - JUNE 15, 1990	4	1	3	2	0	2	0	0	0	0	0	0	0	0	0
STRAIGHT TRUCK # 8															
MAY 25 - JUNE 29, 1990	4	2	2	4	2	2	1	1	0	0	0	0	1	1	0
TOTAL	31	16	15	25	12	13	17	10	7	0	0	0	15	8	7

VOCATIONAL EDUCATION PARTNERSHIP GRANT AWARD V199A90080-89

DATE:JUNE 30, 1990	ENROLL	M	F	COMPLETED	M	F	EMPLOYED FIELD	M	F	EMPLOYED NONFIELD	M	F	RETENTION THIRTY DAYS	M	F
TRACTOR TRAILER # 1															
FEB 6 - MAR 31, 1989	5	5	0	4	4	0	4	4	0	0	0	0	4	4	0
TRACTOR TRAILER # 2															
MAR 13 - MAY 5, 1989	6	6	0	5	5	0	5	5	0	0	0	0	4	4	0
TRACTOR TRAILER # 3															
APR 10 - JUNE 2, 1989	3	3	0	3	3	0	3	3	0	0	0	0	2	2	0
TRACTOR TRAILER # 4															
MAY 8 - JUNE 30, 1989	4	4	0	3	3	0	3	3	0	0	0	0	3	3	0
TRACTOR TRAILER # 5															
JUNE 5 - JUL 28, 1989	5	5	0	5	5	0	4	4	0	0	0	0	3	3	0
TOTAL	23	23	0	20	20	0	19	19	0	0	0	0	16	16	0
GRAND TOTAL	99	61	38	82	51	31	63	42	21	4	3	1	55	37	18

STUDENT TRUCK # 5 DID NOT COMPLETE WHEN EXPECTED DUE TO JAMES JULIAN DELAYS/WEATHER

30 DAY RETENTION IS CALCULATED ON FIELD EMPLOYED STUDENTS ONLY

CECIL COMMUNITY COLLEGE

Daily Schedule for NU-Car Students

Week # 1

Monday:
-Classroom - 8 A.M. - 11:30
-Sign all papers
-Orientation to course by CCC coordinator and NU-Car representative
-Classroom Instruction:
-Videos - "Pre-trip Inspection", handout and discussion
"Vehicle Backing", discussion
-Meet at Bainbridge 1 P.M.
-Introduction to the vehicles students will be driving
-Introduction to the pre-trip procedure

Tuesday:
-Practice pre-trip
-Move truck around
-Demonstration and practice of straight line backing
-Demonstration and practice of up shifting

Wednesday:
-Practice pre-trip
-Proficiency development in straight line backing
-Proficiency development in up shifting
-Demonstration and practice in down shifting
-Demonstration and practice in docking (MD dock)

Thursday:
-Practice pre-trip
-Proficiency development in straight line backing and docking
-Proficiency development in up and down shifting
-Demonstration and practice of various cornering techniques
-Demonstration and practice of stopping and starting on hills.

Friday:
-Pre-trip evaluation
-Yard evaluation of all skills practiced during week #1
-Proficiency development of yard skills
-Proficiency development of road skills practiced at Bainbridge

WEEK # 2

Monday:
-Classroom 2 hours-SHIFTING AND CORNERING
Videos - "7 Speed Spicer"
"Proper Cornering Techniques"
"Right Turns"
"Left Turns"
-Practice pre-trip
-Proficiency development of straight line backing and docking
-Introduction and practice docking at Delaware dock
-Road driving for students ready for road
Students will be taken in local rural area. At the beginning with emphasis on visual search techniques, communication, speed and space management. As student driving skills increase they will be taken to areas with higher traffic density.

Tuesday:
-Practice pre-trip
-Proficiency development of straight line backing, docking and Delaware dock.
-Indroduction and practice of serpentine forward and backward maneuvers
-Road driving

Wednesday:
-Practice pre-trip
-Proficiency development of all yard skills introduced
-Introduction and practice of blindside docking
-Road driving

Thursday:
-Practice pre-trip
-Proficiency development of all yard skills introduced
-Introduction and practice of offset alley
-Road driving

Friday:
-Pre-trip test
-Test of all yard skills
-Test of road driving

Note: Driving Week 2 - Students will go on the road with Nu Car instructor one at a time.

Week # 3

Monday:
-Classroom 8 A.M. - 11:30 A.M.
Video - "Coaching The Professional Driver"
-Practice Pre-trip
-Practice all yard skills introduced.
It is not necessary to practice every skill each day. The instructor should work students in areas in which they need most practice. Instructor should tighten in docking and serpentine spaces and time docking exercises to increase the difficulty and prepare students for tight maneuvering. The instructor is responsible for planning diverse activities to keep students actively practicing. The most important activity is the Maryland Dock and students should be very proficient by this time.
-Road work:
Select students will be taken each day to Baltimore, MD to gain experience driving in the city and the area in which they will be working.
-Student # 1 will drive to Baltimore and other students will ride or practice skills.

Tuesday:
-Practice pre-trip
-Road work: Student # 2 during in the morning and # 3 during the afternoon to Baltimore, MD in Nu Car truck.
-All except student # 2 will ride with CCC instructor
-CCC truck meeting Nu Car truck at Whitemarsh at lunch to change to student # 3

Wednesday:
-Practice pre-trip
-Practice yard skills
-Road work: Student # 4 and 5 to Baltimore

Thursday:
-Pre-trip evaluation
-(Student # 6 to Baltimore during A.M.)
-Yard evaluations
-Five road evaluations to be done by Nu Car instructor after lunch

Friday:
-Practice Pre-trip
-Night trip - students report to the classroom in North East at 3:00 p.m.
-Videos - "Night Operation and Driving Grades".
-Leave for road trip from North East Yard. Return from road trip at 11:30 p.m. using CCC instructors and CCC trucks
-Night trip schedule may vary due to equipment availability.

Week # 4

Monday:	-Classroom 8 A.M. - 11:30 A.M. Video - "Coaching The Professional Driver II" -Practice Pre-trip -Students will practice road and yard skills using various equipment
Tuesday:	-Practice Pre-trip -Introduce and practice coupling and uncoupling -Student will practice road and yard skills using various equipment
Wednesday:	-Final Evaluation - pre-trip -Final Evaluation - yard skills
Thursday:	-Pre-trip -MVA tests using truck # 589 -Road work: final road evaluations
Friday:	-Meet at Building "G" at 9 A.M. -Evaluations -Lunch

Schedule may change due to weather, equipment or other unforeseen problems, upon approval of the program coordinator/primary instructor.

LWDAYSCH 3/89

TRACTOR TRAILER DRIVER TRAINING

Proficiency Development for NuCar

Week 5 - 8

DAY 1

8:00 - 9:00 CLASSROOM - INTRODUCTION - Terminal Manager

Welcome to company / terminal
Brief history of company / terminal
Overview of training program
State importance of Safety - safe working / safe driving
State importance of quality
Show "Safety - Who Cares"
Start log and record time daily - change of duty show "classroom/truck side"

9:00 - 10:00 TRUCK SIDE

Overview of truck and equipment
Demonstration of hydraulics
Demonstration of loading vehicle on headramp - including tie down
Student load vehicle on headramp - including tie down

10:00 - 10:15 BREAK

10:15 - 12:00 CLASSROOM

Forms and cargo quality

Complete federal and state required forms
Complete company forms
Overview of 21 point cargo damage elimination program

12:00 - 1:00 LUNCH

1:00 - 1:30 CLASSROOM

Training program - "Loading and Unloading - The Right Way"
Driver Qualification requirements

DAY 1 -Cont'd

1:30 - 3:00 TRUCK SIDE

Students load vehicles - instructor demonstrate basics of tying down, i.e., proper hooks, wrapping chain, ratchet/tie down bar insertion, etc.

3:00 - 3:15 BREAK

3:15 - 5:00 CLASSROOM

Driver qualification requirements

1. Bi-annual physical examination (and return to work exam - injury, illness, layoff)
2. Road test certificate
3. Written test certificate
    a. Administer the DOT written test

Complete log for the day up to 5:00 pm and calculate 70 hour recap.

DAY 2

8:00 - 10:00 CLASSROOM

1. Damage elimination program - 21 point program - additional review

2. Standardized loading procedure - review of manual

10:00 - 10:15 BREAK

10:15 - 12:00 TRUCK SIDE

Loading instruction and practice

12:00 - 1:00 LUNCH

1:00 - 2:30 CLASSROOM

Introduction to logs
Basic maximum hours regulations

1. 10, 15, 70
2. Over 10 - over 15 sections
3. Log to last change of duty status

2:30 - 3:00 CLASSROOM

Safety Training Program (program to be determined)

3:00 - 3:15 BREAK

3:15 - 5:00 TRUCK SIDE

Loading instruction and practice

Complete log for the day up to 5:00 pm and calculate 70 hour recap

DAY 3

8:00 - 10:00 TRUCK SIDE

Loading instruction and practice

10:00 - 10:15 BREAK

10:15 - 12:00 CLASSROOM

1. "Quality Work Cuts Cargo Costs" Training program

2. Delivery receipt instruction

   What it looks like
   Information it contains and who uses information
   How to use the delivery receipt

3. Describing damages

   Cargo training program (? - is one available)
   Use of terminology in describing damages

12:00 - 1:00 LUNCH

1:00 - 3:00 TRUCK SIDE

Loading instruction and practice

3:00 - 3:15 BREAK

3:15 - 5:00 CLASSROOM

Logs - instructor use Auto Group Driver Log Manual - as reference and student work book

1. Review Log Manual - Build a log

   a. After review of each page, student enters that log element on a log. (Completion of manual will result in completion of log).

2. Simulated trips

   a. Student completes logs for simulated trip

   b. Review - correct log with students after each simulated trip (student corrects own log)

DAY 3 - (Cont'd)

3:15 - 5:00 CLASSROOM - (Cont'd)

3. Introduction to hours recap

   a. Hours remaining on 70 hours (tie into simulated trips - item 2 above)

Complete log for the day up to 5:00 pm and calculate 70 hour recap

DAY 4

8:00 - 8:30 CLASSROOM

Safety Training Program (program to be determined)

8:30 - 10:00 CLASSROOM

1. Commercial Vehicle License regu...ions

    a. Single License
    b. Certified license (type vehicle)
    c. Driving with .04 alcohol (regulation and sanctions)
    d. Notification of suspension - revocation

2. Pre-trip inspection / post-trip inspection

    a. DOT requirements
    b. Training program - pre-trip inspection
    c. Proper logging
    d. Vehicle Inspection Report

        1. DOT Requirements
        2. Company policy

3. Driver training film "Attitudes" - NSC

10:00 - 10:15 BREAK

10:15 - 12:00 TRUCK SIDE

1. Pre-trip inspection practice
2. Loading instruction and practice

12:00 - 1:00 LUNCH

1:00 - 3:00 TRUCK SIDE

Loading instruction and practice

3:00 - 3:15 BREAK

DAY 4 - Cont'd

3:15 - 5:00 CLASSROOM

1. DOT Regulations

   a. Summary of various sections that apply to drivers including section reference in DOT regulations book.

2. "Four Seconds for Safety" training program.

3. Labor Contract discussion - (Walt needs more detail on this).

Complete log for the day up to 5:00 pm and calculate 70 hour recap

DAY 5

8:00 - 9:30 CLASSROOM

Cargo - Who Cares?

9:30 - 9:45 BREAK

9:45 - 12:00 TRUCK SIDE

Loading instruction and practice

12:00- 1:00 LUNCH

1:00 - 3:00 TRUCK SIDE

Loading instruction and practice

3:00 - 3:15 BREAK

3:15 - 5:00 CLASSROOM

1. Personal Injury Prevention

   a. Review "Drivers/Yard Safe Work Manual" in detail

      Use overhead transparencies of pages of manual for discussion of safe work standards.

Complete log for the day up to 5:00 pm and calculate 70 hour recap

Day 6

8:00 - 10:00 CLASSROOM

Log instruction - use Driver Daily Log Manual

10:00 - 10:15 BREAK

10:15 - 12:00 CLASSROOM

Log instruction - same as above - use sample trips for logging practice

12:00 - 1:00 LUNCH

1:00 - 3:00 TRUCK SIDE

Loading instructions and practice

3:00 - 3:15 BREAK

3:15 - 5:00 TRUCK SIDE

Loading instruction and practice

Complete log for the day up to 5:00 pm and calculate 70 hour recap

DAY 7

8:00 - 9:30 CLASSROOM

1. "Bridge Hits - Enemy #1"
2. How to check for defective chains - Campbell Chain program ?

9:30 - 9:45 BREAK

9:45 - 12:00 TRUCK SIDE

Loading instruction and practice

Practice checking chains - apply classroom instruction
Practice loading

12:00 - 1:00 LUNCH

1:00 - 3:00 CLASSROOM

1. Contract

   Article 38 and 40 - Overview and discussion

2. Local Rider

3:00 - 3:15 BREAK

3:15 - 5:00 CLASSROOM

1. Payroll Computation
2. Work Rules
3. Dispatch System
4. Permits

Complete log for the day up to 5:00 and calculate 70 hour recap

DAY 8

8:00 - 9:00 CLASSROOM

"Back Care" training program - include each student in demonstrating lifting and pivoting

9:00 - 10:00 CLASSROOM

"Stinger Steered Equipment" - video

10:00 - 10:15 BREAK

10:15 - 12:00 TRUCK SIDE

Loading instruction and practice

12:00 - 1:00 LUNCH

1:00 - 3:00 TRUCK SIDE

Loading instruction and practice

3:00 - 3:15 BREAK

3:15 - 4:30 CLASSROOM

"Smith System" - slides first, followed immediately by movie or video

"Intersection Accidents" - Training program

4:30 - 5:00 CLASSROOM

Dot Regulations

New alcohol and drug regulations

Complete log for the day up to 5 pm and calculate 70 hour recap

DAY 9

8:00 - 10:00 TRUCK SIDE

Loading instruction and practice

10:00 - 10:15 BREAK

10:15 - 12:00 TRUCK SIDE

Loading instructions and practice

12:00 - 1:00 LUNCH

1:00 - 3:00 CLASSROOM

"Adverse Weather Driving" - training program

Other classroom unfinished topics

3:00 - 3:15 BREAK

3:15 - 5:00 TRUCK SIDE

Loading instructions and practice

Complete log for the day up to 5:00 pm and calculate 70 hour recap

DAY 10

8:00 - 10:00 TRUCK SIDE

Loading instructions and practice

10:00 - 10:15 BREAK

10:15 - 12:00 TRUCK SIDE

Loading instruction and practice

12:00 - 1:00 LUNCH

1:00 - 3:00 TRUCK SIDE

Loading instruction and practice

3:00 - 3:15 BREAK

3:15 - 5:00 TRUCK SIDE

Loading instruction and practice

Complete log for the day up to 5:00 pm and calculate 70 hour recap

BASIC CARPENTRY, MODULAR HOME PRODUCTION I

TECH0100
97.5 hours

This course is designed for individuals who are entering the modular home construction industry working on the line in the carpentry area. Upon completion of the course the student will have classroom and practical experience covering the following topics: building materials, hand and power tools, blue print reading, safety on the construction site, and a review of basic math skills used in construction.

Upon completion of this course, the student should be able to:

1. Identify various grades of lumber and building products and their application in the building process
2. Demonstrate proper use of basic hand and power tools
3. Relate building plans to the construction process
4. Demonstrate the ability to lay out and measure wood for construction situations
5. Explain precautions necessary for safety in the work place

5-5-89

CPTRYCC10#4

BASIC CARPENTRY, MODULAR HOME PRODUCTION II

TECH0101
90 hours

This course is designed for individuals who have a basic knowledge of the carpentry skills used in the modular home construction industry but need proficiency development in order to work on the line in the carpentry area. Upon completion of the course the student should have reviewed and practiced basic carpentry skills in a shop and a production situation. Students will review and develop proficiency in the following areas: measuring and laying out materials, floor and wall framing, use of basic hand and power tools, installation of dry wall, windows and doors.

Upon completion of this course, the student should be able to:

1. measure and lay out appropriate materials
2. frame out a wall and door and floor deck
3. properly use basic hand and power tools
4. apply exterior sheathing materials
5. install dry wall
6. install a window, door and interior trim

5-5-89

CPTRYCC10 #4

TOPIC- LUMBER PRODUCTS, TOOLS AND MATERIALS USED IN THE CONSTRUCTION OF MODULAR HOMES-25 HOURS

TOPIC OUTLINE

A. Trees, the source of lumber
   1. Hard and soft wood
   2. The growth of trees
   3. Cutting and drying lumber
   4. Moisture and its effects on lumber

B. Lumber and wood products
   1. Classifications of lumber
   2. Defects found in lumber
   3. The grading of lumber and plywood
   4. Floor, roof and exterior sheathing material
   5. Interior and exterior trim

C. Wood fasteners
   1. Types of nails and their application
   2. Types of screws and their uses
   3. Glues and adhesives

D. Hand tools
   1. Measuring and layout tools
   2. Cutting tools
   3. Planing, smoothing and shaping tools
   4. Fastening tools
   5. Care and maintenance of hand tools
   6. Hand tools and their safe use

E. Portable power tools used in the production of modular homes
   1. Hand circular saws
   2. Power drills and screw guns
   3. Jig and reciprocating saws
   4. Routers
   5. Pneumatic-powered nailer and its safe operation

F. Stationary power tools used in the production of modular homes, operation and safety
   1. Table saw
   2. Radial arm saw
   3. Powered miter saws
   4. Motorized buck saw
   5. Specialized gang saws
   6. Care and maintenance of stationary power tools

G. Safety in the work place
   1. Clothing
   2. Protective equipment
   3. Carrying and lifting
   4. Fire safety
   5. Safe operation of hand power tools
   6. Safe operation of stationary power tools

TOPIC MODULAR HOME CONSTRUCTION 90 HOURS

TOPIC OBJECTIVE

Students will employ basic knowledge of hand tools, power tools, construction techniques and safety in the work place while working on line in the modular home construction industry.

Students will be under the supervision of factory staff personnel participating in the actual construction of modular homes.

Course instructor will provide on site training during the actual process of modular home construction.

Students will be evaluated by factory personnel and course instructor during on site training.

COURSE OUTLINE

A. Job assignment by instructor * see note
    1. Floor construction area
    2. Wall area
    3. Truss assemble area
    4. Dry wall area
    5. Trim area
    6. Punch out area
    7. Layout area

B. Operation of stationary power tools (instructor will instruct students on an individual basis the use of stationary power tools used in the construction of modular homes
    1. Table saw
    2. Radial arm saw
    3. Powered miter saw

*Note-student assigned to area supervisor on a daily basis and are rotated after gaining proficiency in that area

BEARDEN

5-10-89

TOPIC PRACTICAL EXPERIENCE IN A SIMULATED WORK ENVIRONMENT 47.5 HOURS

TOPIC OBJECTIVES

Give the student hands on experience with basic hand tools.

Give the student hands on experience with basic power tools.

Hands on experience measuring, laying out and constructing floors, walls and ceilings.

Students given practical exercises hanging dry wall and exterior sheathing.

Demonstration of how to install windows and doors.

TOPIC OUTLINE

A. Operation of the portable circular saw
    1. Cross cutting
    2. Rip cutting
    3. Miter cuts

B. Operation of jig saws

C. Operation of the router

D. Measuring lumber

E. Layout
    1. Floor and floor platforms
    2. Walls

F. Construction of
    1. Floors
    2. Walls

G. Application of sheathing
    1. Floors
    2. Exterior walls
    3. Roofs

H. Dry wall installation

I. Installing windows and doors

J. Applying interior trim

TOPIC THE CONSTRUCTION OF MODULAR HOMES 25 HOURS

TOPIC OBJECTIVES

Teach the student how to read building prints used in the construction of modular homes.

Familiarize the students with the various components of a modular built home.

TOPIC OUTLINE

A. Modular home construction
   1. Footer, foundations and on site preparation
   2. Platform floor construction
      a. joist construction
      b. truss construction
   3. Wall and ceiling framing
      a. measuring and layout
      b. components
   4. Roof Construction
      a. rafter construction
      b. truss construction

B. Building plans
   1. Plot plans
   2. Floor plans
   3. Elevations
   4. Sections and details
   5. Framing plans
   6. Dimensions
   7. List of material
   8. Window and door schedules
   9. Symbols

BASIC DRYWALL, MODULAR HOME PRODUCTION I

TOPIC: BASIC DRYWALL, MODULAR HOME PRODUCTION I 97.5 HOURS

Demonstrate the basic knowledge of good framing techniques, math related to the drywall installer, proper storage and safe handling of drywall, the different types of drywall and drywall trim, various hand and power tools used for drywall installation, the basic fundamentals for accurate measuring, cutting, and hanging drywall.

COURSE OBJECTIVES

Upon completing the course, the student will have gained basic knowledge and skills in the following areas:

A. Importance of good framing
B. Mathematics related to the drywall installer
C. Safe handling and storage of drywall
D. The various types of drywall and drywall trim
E. Accurate measuring, cutting and installation of drywall
F. The use of drywall hanging tools

BASIC DRYWALL, MODULAR HOME PRODUCTION I

TOPIC OUTLINE

A. Framing inspection and correction
   1. Check plans for necessary information
   2. Check framing layout
   3. Check framing for interference
   4. Measure between joists and studs
   5. Check framing for square, level, and plumb

B. Estimating materials and supplies
   1. Measure accurately
   2. Calculate fractions
   3. Estimate areas
   4. Estimate materials

C. Proper handling and storage of drywall
   1. Safety precautions for lifting and moving drywall
   2. Care in handling to prevent damage to drywall
   3. Storing drywall
   4. The various types and sizes of drywall
   5. The various fasteners and adhesives for drywall

D. Drywall hanging tools
   1. Safety and maintenance
   2. Hand tools
   3. Power tools

E. Measure, cut, and apply drywall to framing members
   1. Measure to determine proper size
   2. Measure and cut to proper size
   3. Make necessary cutouts
   4. Apply drywall to ceilings with proper fasteners
   5. Apply drywall to walls with proper fasteners

F. Installation of drywall-double layer
   1. Apply first layer
   2. Apply second layer of drywall perpendicular to first layer
   3. Stagger joints

G. Install drywall trim
   1. Corner beads
   2. Stop beads

H. Install drywall to form angles
   1. Measure high and low points
   2. Transfer measurements
   3. Cut and install

BASIC DRYWALL, MODULAR HOME PRODUCTION II

TOPIC: BASIC DRYWALL, MODULAR HOME PRODUCTION II 90 HOURS

Demonstrate knowledge of various joint compounds, safety using hand tools for finishing drywall in modular home construction, the basic fundamentals for smooth finishing of drywall, pointing up walls and ceilings, repairing drywall, and preparation for decorative treatments.

COURSE OBJECTIVES

Upon completion of the course, the student will have gained basic knowledge and skills in the following areas:

A. Prepare drywall for finishing
B. Joint compounds
C. Finishing hand tools and safety
D. Techniques for smooth finishing
E. Point up and repair standards for drywall
F. Various decorative treatments

BASIC DRYWALL, MODULAR HOME PRODUCTION II

TOPIC OUTLINE

A. Prepare drywall for finishing
   1. Check to make sure panels are firmly fastened to framing members
   2. Fastener heads should be properly seated
   3. Check panel joints alignment
   4. Check corner bead alignment
   5. Estimating finishing materials

B. Joint compounds and tape
   1. Ready-mixed
   2. Powder
   3. Proper mixing
   4. Drying
   5. Paper reinforcing tape
   6. Fiberglass mesh tape
   7. Joint treatment system

C. Drywall finishing tools
   1. Mixing
   2. Taping coat
   3. Block coat
   4. Shim coat
   5. Sanding
   6. Painting and texture

D. Finishing drywall
   1. Prepare walls for finishing
   2. Spot fastener heads
   3. Apply bedding compound and tape
   4. Treating inside corners
   5. Treating outside corners and trim
   6. Apply block coat
   7. Apply shim coat
   8. Sanding

E. Pointing up and repair
   1. Starved joints
   2. Scratches and damaged face paper
   3. Remove loose or unseated fasteners
   4. Repair surface cracking
   5. Cutout and patch blisters in tape
   6. Repair holes in drywall surface
   7. Repair cracking along tape
   8. Repair corner bead and trim cracking
   9. Mend high crowns
   10. Repair nail pops
   11. Repair bulge around fasteners
   12. Refill ridges

F. Preparation for decorative finish
   1. Painting
   2. Texture
   3. Wallpaper
   4. Ceramic tile

CC 10 INFORMATION
HEAVY STRAIGHT TRUCK DRIVER TRAINING I

TTDT 0204
112.50 CONTACT HOURS 135 COMPUTED HOURS

This course is designed for the experienced driver of an automobile who wants to operate heavy straight trucks in the construction industry. Upon completion of this course the student should be able to ensure the vehicle is in proper operating condition, maneuver the vehicle in tight situations, operate the vehicle in a safe manner on the highway, and pass the state road license test. Topics to be covered include vehicle inspection, basic control, safe operating procedures, shifting, backing, visual search, speed and space management, and hazard perception .

Upon completion of this course the student should be able to:

1. Demonstrate the ability to operate all controls, start, warm up and shut down the engine.

2. Coordinate acceleration and braking to safely maneuver the heavy straight truck.

3. Coordinate clutch, throttle and gearshift to maintain proper engine speed.

4. Demonstrate the ability to maneuver the heavy straight truck in confined areas, as well as on the open road.

5. Pass state road test and be properly licensed to qualify for employment as a straight truck driver.

HVYSTCC10.DOC

9-1-89

CC 10 INFORMATION
HEAVY STRAIGHT TRUCK DRIVER TRAINING II

TTDT 0205
75 CONTACT HOURS 90 COMPUTED HOURS

This course is designed to prepare the licensed straight truck driver to operate heavy straight trucks in the construction environment. The student will develop practical skills in handling the driver's responsibilities in loading and unloading the vehicle and drive loaded vehicles over uneven terrain.

Upon completion of the course, the student should be able to:

1. Safely maneuver the construction truck on uneven terrain.

2. Operate the truck's loading and unloading controls.

3. Maneuver the truck to the proper loading and unloading sites.

4. Coordinate clutch, throttle and gearshift to maintain proper engine speed under loaded conditions.

HVYSTCC10.DOC

REVISED 10-10-89

OUTLINE

HEAVY STRAIGHT TRUCK TRAINING I

TTDT 0204
112.5 CONTACT HOURS

A. INTRODUCTION TO DRIVING HEAVY STRAIGHT TRUCKS

1. The Professional Driver
   a. Attitudes
   b. Safety
   c. Defensive driving techniques

2. Vehicle Systems
   a. Engine system
   b. Brake system

B. DOT REGULATIONS

C. YARD TRAINING

1. Inspections
   a. Pre-trip
   b. Enroute
   c. Post-trip

2. Vehicle Operation
   a. Shifting
   b. Clutch
   c. Space management

3. Maneuvering

   a. Backing
   b. Docking
   c. Serpentine
   d. Offset alley
   e. Parallel parking

D. ROAD WORK

1. Technical Skills
   a. Shifting
   b. Double clutching
   c. Right and left turns
   d. Lane changing
   e. Yield, exit and entrance ramps

2. Safety Skills
   a. Speed and space management
   b. Communication
   c. Mirrors
   d. Judgement in traffic

Chamber of Commerce - newsletter

TRAINING NEWS

NOVEMBER/DECEMBER 1989

TRAINING SCHEDULE

November

The Process of Quality Improvement
QUAL 0102 $50.00
November 2 - 16
Thursdays, 7 - 9 p.m.

Recordkeeping in a Small Business
BUSN 0802 $20.00
November 13
Monday, 8:30 a.m. - 1 p.m.

Settlements & Closings for the 90's
REAL 0106 $40.00
November 7 - 28
Tuesdays, 7 - 10 p.m.

Commercial Driver's License - General Knowledge Test Preparation
TTDT 0300 $35.00
November 27 - December 13
Mon/Wed., 7 - 9:30 p.m.

Straight Truck Driver Training
TTDT 0200
November 20 - December 19
Mon to Fri., 8 a.m. - 4:30 p.m.

December

Applying the Computer to Small Business
CMPT 0603 $25.00
December 1
Friday, 9 a.m. - 4 p.m.

Money Management in a Small Business
BUSN 0808 $15.00
December 4
Monday, 8:30 a.m. - 2 p.m.

OFFICE OF BUSINESS/ INDUSTRY TRAINING
Cecil Community College

Graduates from the first Straight Truck Driver Training class from left to right: Richard Snuffer, Paula DeCino, Douglas Shelly and Leslie Adams.

trucks in the construction environment and highways. Students are provided with classroom instruction at Peninsula Park, North East, MD, and work site driving experience at Julian's North East and Wilmington facilities. They will be sufficiently prepared to take the state road license test resulting in a Class B license. Successful completers will be considered for employment by James Julian, Inc.

Prospective students are now being interviewed for November classes. Interested men and women are invited to call Diane Drake at James Julian, Inc., 301/999-0271, for details.

SMALL BUSINESS SPEAKER SERIES

The Cecil County Chamber of Commerce, Cecil Community College, The

Mr. Butta is a person who is highly respected in the Maryland business community. He is often called on by the governor for his input.

For further information on the speaker series, call the Chamber office or Judy Stack at the Elkton Center (392-3366).

FIND HELP TRAINING YOUR EMPLOYEES

Cecil Community College will join forces with the Maryland State Department of Economic and Employment Development to help local businesses train their current work force. Funds are available from the State to pay for 50% of the training costs for upgrading the skills of existing employees.

Cecil Community College will be happy to meet with business owners

	Hours of Instruction
Typing (at least 45 wpm)	200
Word Processing (Word Perfect)	48
Calculator	40
Dictation/Transcription Machine	40
Business Math	40
Office Procedures	40
Fundamental Accounting	44
Business Communication	80

As you can see, this is a very extensive program and the students are taught a wide variety of material. After completing this program, our students can be an asset to any employer.

If you are in need of a well-trained candidate for a position you have available, please contact us. The telephone number 301-392-3366. We will gladly refer a student who is best qualified for the position you have open, and answer any question you may have concerning their qualifications.

Contact Josephine Gatchell
Clerical Skills Program 392-3366

ATTENTION: CHILD CARE PROVIDERS AND CARETAKERS!

Cecil Community College will be offering early childhood development courses this fall.

The first course entitled "Normal and Atypical Behavior in Children Under Five" focuses on the normal and abnormal behaviors in children under the age of five (5). It will help parents and child care providers gain a better understanding of children's behavior that is congruent with the developmental process. This class is scheduled for Tuesdays, October 17,

JAMES JULIAN, INC. JOINS WITH THE COLLEGE TO TRAIN TRUCK DRIVERS IN NORTH EAST

The first Straight Truck Driving class graduated four (4) students on September 1, 1989. All are employed by James Julian, Inc.

Cecil Community College and James Julian, Inc., are cosponsors of this "EARN While You LEARN" program, which is funded by a U.S. Department of Education grant.

This course is designed to train experienced, licensed automobile drivers to operate heavy straight trucks in the construction enviro ment and highways. Students are pi vided with classroom instruction Peninsula Park, North East, MD, a work site driving experience Julian's North East and Wilmingt facilities. They will be sufficien prepared to take the state ro license test resulting in a Class license. Successful completers will considered for employment by Jam Julian, Inc.

Prospective students are now bei interviewed for November class Interested men and women are vited to call Diane Drake at Jam Julian, Inc., 301/999-0271, for detail:

SMALL BUSINESS SPEAKER SERIES

The Cecil County Chamber of Cc merce, Cecil Community College, T Eastern Region SBDC and the Ce County Economic Development fice have joined forces to bring yo

Community College

DIRECTOR:
Christine A. Valuckas

COORDINATORS:

Nancy Mariotti -
Vocational Training

Judy Stack -
Small Business
Development Center

Claire Wirt - Allied Health

SUPPORT STAFF:
Linda Reese and Beth Gorham

301/392-3366 301/658-4836

301/287-6060

WORK FORCE QUALITY

Training $$ are available for local businesses from the Maryland State Department of Economic and Employment Development (DEED) through your community college.

Approximately $1 million is available statewide for local business training of the current work force. These funds can be used to pay 50% of the training costs for upgrading the skills of existing employees.

Employers interested in accessing these training funds should contact Cecil Community College, Office of Business/Industry Training, 301/392-3366.

October 5 - 19
Thursdays, 7:00 - 9:00 p.m.

Real Estate: Legal Update
REAL 303 **$30.00**
October 5 - 12
Tues./Thurs., 7:00 - 9:00 p.m.

Publicity for Small Business
COMM 0300 **$15.00**
October 10 & 12
Tues./Thurs., 7:00 - 10:00 p.m.

Effective Business Writing
OFFS 0602 **$50.00**
October 16 - November 15
Mon./Wed., 6:00 - 9:00 p.m.

Real Estate: Appraising
REAL 0103 **$30.00**
October 18 - 25
Wednesdays, 2:00 - 5:00 p.m.

How to Start and Manage Your Own Business
BUSN 0800 **$25.00**
October 30
Monday, 9:00 a.m. - 4:00 p.m.

Becoming an Effective Supervisor
BUSN 0904 **$95.00**
October 31 - December 12
Tuesdays, 6:30 - 9:30 p.m.

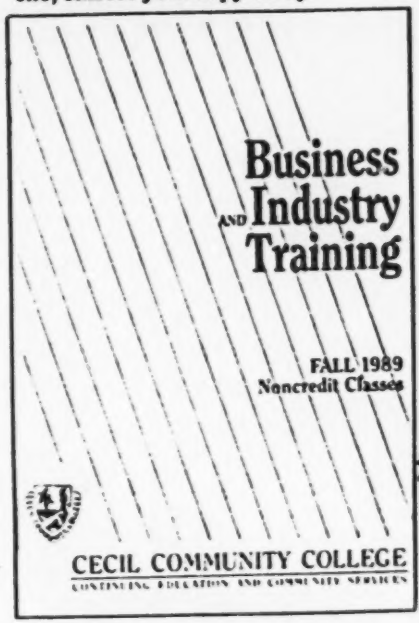
COMPUTER TRAINING

Special times and classes can be arranged with your company. Call us today.

Scheduled Training for October:

Progressing in Word Perfect
CMPT 0302 **$50.00**
October 4 - November 1
Wednesdays, 6:00 - 9:00 p.m.

Cecil County. If you did not receive one, call for your copy today.



CECIL COUNTY BUSINESSES FIND A HIDDEN ASSET

Headline: Over 400 employees participate in customized training at the College.

During the past 12 months, over 400 employees of Cecil County businesses participated in customized non-credit training at the College. This training involved 33 separate contracts that were signed by local businesses with the College. This is an increase of 88 percent from the prior year and the numbers keep growing.

Thank you for your business.

— special topics on labels & labeling materials.

DATE: October 25, Wednesday
TIME: 8:30 - 10:30 a.m.
LOCATION: To Be Announced

RESERVATIONS: Make reservations by October 16. Call 1-800-321-6413 or 392-3366.

Breakfast provided by the Eastern Region Small Business Development Center.

Program sponsored by Cecil Community College and the Eastern Region Small Business Development Center.

BASIC CARPENTRY REVISITED

Basic Carpentry classes begin September 5, 1989, at Peninsula Industrial Park, North East, Maryland.

Cecil Community College and Ryland Modular Homes are cosponsoring a third "Learn and Earn" opportunity funded by a grant from the U.S. Department of Education.

Successful completers will be awarded a certificate confirming their basic carpentry skills and knowledge.

The demand for qualified employees is increasing in Cecil County and local industry can benefit by employing program graduates.

Companies interested in hiring these trained men and women are invited to call Pat Kowalski, Recruiter/Advisor - Vocational Training, at 301-287-8937 for additional information.

Training News Chamber of Commerce

THE LATEST

THE CAREER CENTER

A Resource Center for Single Parents and Homemakers
Valerie Meisel, Coordinator
Carol Sakers, Access Specialist
The Elkton Center for Adult Education
107 Railroad Avenue, Elkton, MD. 21921
392-3366, 287-6060, 658-4836

Newsletter *February 1989*

The Career Center

The Career Center is a special program for Single Parents and Homemakers, especially Displaced Homemakers and Adolescent Single Parents. We want to help you get the necessary training and skills you need to become financially self-sufficient.

The Career Center offers courses for people who are not sure what they want to do and for people who would like to learn more about themselves. Short-term, intensive skills training is available, as well as credit courses.

Tuition assistance is available for eligible individuals.

Valerie Meisel is the Coordinator of The Career Center and its activities. Carol Sakers is the Access Specialist. Call them at 392-3366, 658-4836 (Rising Sun), or 731-8595 (Delaware) if you have questions or would like to make a day or evening appointment to discuss your future.

GED Classes In Port Deposit

If you would like to enroll in day GED classes, you can now attend classes either in Elkton or at Freeman Hall in Port Deposit. Classes are held at both places from 8:30 A.M. to 12:30 P.M., Monday through Thursday. Remember, you can sign up anytime for day classes. What are you waiting for? Ask for Joyce, the ABE/GED secretary, for more information.

Good News For Women Earn While You Train For Non-Traditional Jobs

Women in Cecil County can now receive training for non-traditional employment and earn a paycheck at the same time. Students who want to learn carpentry or dry wall finish painting will attend classes provided by Cecil Community College at Peninsula Industrial Park as well as receive on-the-job training at Ryland Homes in North East. At the end of the training period, students will be fully trained for a job in dry wall or carpentry at Ryland Homes.

The program also provides women with the opportunity to learn how to drive "straight trucks." These are large trucks on which the box carrying the cargo is attached to the power unit and are used to deliver products to wholesale or retail customers. In other words, the back of the truck doesn't disconnect from the cab like it does with 18-wheelers. Cecil Community College will be cooperating with several companies in the area to provide this training.

This is a great opportunity for women to train for non-traditional jobs that can lead to higher pay. If you are interested in enrolling in the program or want additional information, call Nancy Mariotti at 287-6030.

Do You Know Enough To Get Hired?

By 1990 -- in other words - NEXT YEAR --over half of all jobs will require education or technical training beyond high school. By the year 2000 -- that is only 11 years from now --about 5 to 15 million manufacturing jobs will be done differently than they are now. The difference will be mostly in the use of computers and high tech machinery. About the same number of jobs that have been done by people with little training won't exist anymore.

If you need your GED or if you already have a diploma and need more skills training or computer training, call The Elkton Center. We can help you get ready for tomorrow's jobs.

Before Looking For A New Job-- Look Into A Job Search Skills *Class*

This class will teach you what employers are looking for in applications, cover letters, and resumes and how to put your best foot forward in that all-important interview. Also learn where to look for employment and how to decide which job is right for you. Tuition is $15.00.

Two Saturdays 9:00 A.M. - 3:00 P.M.
JOBS-0103-07 April 1 & April 8

Pat Kaminski

301 287-8937

formation call Karen Rucker at (302) 366-7060.

Basic carpentry skills to be taught

A class in basic carpentry will be offered to both men and women beginning May 1 through a cooperative program with Ryland Modular Homes and Cecil Community College.

The five-week class "with pay" will include hands-on training at Ryland Homes plant in Peninsula Industrial Park in North East, as well as some classroom instruction. The new program is designed to meet the expanding demand for skilled workers in the production of manufactured housing at Ryland, a Cecil Community College spokesperson said.

The training will be funded through a grant from the U.S. Department of Education.

Applications for the program are available now and students will be selected jointly by the college and Ryland based on testing and personal interviews.

Women interested in non-traditional jobs are encouraged to apply. Students will receive a stipend of $1[illegible] per week during the five-week training period. Upon completion, they should have the basic skills necessary for entry level carpentry positions at Ryland.

Additional information on "learn and earn" programs may be obtained by calling Cecil Community College's office in Peninsula Industrial Park at 287-6030 or Ryland Homes at 287-2700.

April 17 1987
Cecil Whig

The Elkton Center
for Adult Education
CECIL COMMUNITY COLLEGE

107 RAILROAD AVENUE • ELKTON, MARYLAND 21921 • (301) 392-3366 • 658-4836

DATE OF RELEASE: Immediately

CONTACT PERSON: Pat Kowalski

TELEPHONE: 301-287-6030

RYLAND MODULAR HOMES AND CECIL COMMUNITY COLLEGE
LAUNCH TRAINING PROGRAMS

Representatives of Ryland Modular Homes and Cecil Community College met May 1, 1989 to launch their jointly sponsored program in Basic Carpentry and Dry Wall Hanging and Finishing. Left to right: Mike Davis, Ryland Production Mgr; Chris Valuckas, Director of Business & Industry Training; Robert Gell, President Cecil Community College; Mike Garvin, Ryland Vice President operations; Nancy Colmer, Associate Dean Continuing Education; and Micah Pippin, Ryland Plant Mgr.

NEWREL

5-17-89

THE PEAKE

formation call Karen Rucker at (302) 366-7060.

Basic carpentry skills to be taught

A class in basic carpentry will be offered to both men and women beginning May 1 through a cooperative program with Ryland Modular Homes and Cecil Community College.

The five-week class "with pay" will include hands-on training at Ryland Homes plant in Peninsula Industrial Park in North East, as well as some classroom instruction. The new program is designed to meet the expanding demand for skilled workers in the production of manufactured housing at Ryland, a Cecil Community College spokesperson said.

The training will be funded through a grant from the U.S. Department of Education.

Applications for the program are available now and students will be selected jointly by the college and Ryland based on testing and personal interviews.

Women interested in non-traditional jobs are encouraged to apply. Students will receive a stipend of $180 per week during the five-week training period. Upon completion, they should have the basic skills necessary for entry level carpentry positions at Ryland.

Additional information on "learn and earn" programs may be obtained by calling Cecil Community College's office in Peninsula Industrial Park at 287-6030 or Ryland Homes at 287-2700.

April 17 1987
Cecil Whig

RON TURNER photo

Janet Tamargo cuts lengths of lumber at the Ryland Modular Homes factory in North East.

Building a future, plank by plank

By R. EDWARD TURNER
Special to the News Journal

NORTH EAST, Md — When Janet Tamargo came to the United States from England last year, she fully expected to take Maryland State Medical Board exams and continue as a registered nurse.

Instead, she works as a carpenter at Ryland Modular Homes in North East, a job earned by undergoing training sponsored by her employer and Cecil County Community College.

Tamargo felt frustrated when she first came to the United States. Her husband is disabled from a job injury, and due to red tape, she wasn't able to take the necessary exams to allow her to work as a nurse here, she said.

"They tell me about the shortage of nurses," she said. "But I don't know — I haven't been able to take the state boards." Now, the 34-year-old British nurse says she's glad things worked out the way they did.

"The emotional strain of nursing...I don't know if I could handle that right now," she said.

For Ryland, people like Tamargo represent a potential source of skilled labor not otherwise available locally, said Micah Pippen, the company's plant manager.

But, Pippen said, "The concept of taking unskilled workers and giving them the specific skills we need was the main thing that attracted us."

Chris Valuckas, assistant dean of Busi-

the training program — funded by a grant from the U.S. Department of Education — has been a success, with nine students completing the training. The school has scheduled two more sessions later this year.

The success of the training program brought one surprise to the college and Ryland: "Ryland hired all the people from the previous classes, except one," Valuckas said. That one got a better offer, and put her carpentry ability to work for another employer, she said.

Participants can get a new beginning, Valuckas said.

"We pay the people $180 a week during their training," she said. "It allows them to quit a 'dead-end' job and go to college to learn new skills. The first class was mostly women, and they have done really well.

The classes are conducted in Ryland's plant on Maryland 272, just north of North East. By the time students finish their training, they're familiar with the people for whom they'll be working.

"The first group made excellent employees. We still have all of them," said Pippen. In fact, the company expects to hire another 35 to 40 people from future classes this year.

Participants are required to interview with Ryland before beginning their college training. The course lasts five weeks, and students who satisfactorily complete the training are hired at a rate of $6 per hour, Pippin said.

"It's a better job than many of them could get at, say, a fast-food place," Pippen said. He pointed out that, within a year, most would be making $7.50 an hour, and could expect to peak at $11..

Ryland considers the new hires to be permanent, Pippin said. "They've got benefits they typically didn't have before, so what they have here is retirement, profit sharing, and full medical, including dental coverage; things they're not used to getting."

Ryland began as a builder of traditional homes in 1967. The company entered the modular building business in 1982, and has in-plant construction facilities in North East and New Windsor and in Fredericksburg, Va.

Houses built by the firm sell for between $70,000 and $450,000. Rated slightly behind Tramel Crow of Texas, Ryland is the second-largest modular home builder in the nation.

Ryland's modular homes are built, room by room, inside the company's huge assembly plants, so business and paychecks continue throughout the year.

For Janet Tamargo, one of the first women to go to work in the company's assembly plant, Ryland and the program it conducts with Cecil Community College offered a chance to make a living.

"There were a few jokes, the first day or so on the job," she says. "Some guys would say, 'Could I take that for you?' "

In an accent heavy with British propriety, the former nurse and new carpenter said she replied, "No, thank you. I can do it well myself."

Wilmington News Journal

Students learn construction skills in training program

Photo by Janet Deramo

Pictured above, Mike Holl[illegible], left, shows Ed Tillinghast the proper way to hang sheathing. The Basic Carpentry course, designed to supply skilled entry level personnel to Ryland Modular Homes, is being held May 1 through June 5 at the plant.

At left, Joe Bearden instructs Patty Barcus on the use of the gang saw at the "learn and earn" courses at Ryland Modular Homes. The combination of classroom instruction and hands on experience will prepare the students for entry level employmnent.

On the right, Nicole Meadows, is drying paint on a modular home as part of a joint program by Ryland Homes and Cecil Community College. The training is being paid for by a grant from the U. S. Department of Education and is targeted to non-traditional job training for women. The students receive a stipend while training.

Business

Students learn carpentry

Eleven students recently completed a five-week, non-traditional carpentry program at Williams Industry Inc. in Peninsula Industrial Park, North East. Cecil Community College and Williams participated in the program, which was funded through a federal grant. The five women and six men received two weeks of classroom instruction followed by three weeks of on-line experience. All eleven were offered jobs at Williams at the completion of training. Tammie Darnell (above) makes a cut with a miter-saw while Ronnie Newberry (right) staples plywood to a deck under the supervision of Mike Jensen, production manager.

Photos by Bill Hughes